DOCUMENT RESUME

ED 160 155 JC 780 516

AUTHOR Bethscheider, John
TITLE A Needs Assessment Study and Curriculum Development for a Public and Private Security Program at Alvin Community College.
INSTITUTION Alvin Community Coll., Tex.
PUB DATE Oct 78
NOTE 48p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Associate Degrees; Community Colleges; Curriculum Development; Curriculum Guides; *Employer Attitudes; Employment Opportunities; Employment Practices; Job Training; *Junior Colleges; *Needs Assessment; *Security Personnel; *Surveys; Vocational Education

ABSTRACT

A needs assessment for a community college curriculum in public and private security was conducted by surveying 50 high schools, four-year colleges, and private security agencies in the Alvin Community College area; 36 institutions responded. Findings revealed: most have a designated director of their security program; most would rather hire the two-year security graduate than a non-graduate; 32 did not offer pay incentive for education; 21 did not have a training program for their employees; 24 said there was a need for a two-year degree or a one-year certificate program; and 20 would not send their employees to Alvin Community College for training. The comments indicated there was not a clear understanding regarding security education. Recommendations included the following: the public and private security program should be implemented with certain limitations; implementation of the program should occur in four stages (non-credit courses, credit courses, subordinate credit, autonomous credit); an additional study should be made of knowledge and attitude of security officials regarding security education; and information regarding successful programs should be collected. A review of the literature, a bibliography, and appendices containing the questionnaire, list of those surveyed, curriculum outlines, and list of career opportunities are included. (MB)

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A NEEDS ASSESSMENT STUDY AND CURRICULUM DEVELOPMENT FOR A PUBLIC AND PRIVATE SECURITY PROGRAM AT ALVIN COMMUNITY COLLEGE

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by

John Bethscheider, Ed.D.

Alvin Community College

October, 1978

JC 780 516

ABSTRACT

Bethscheider, John., A Needs Assessment Study and Curriculum Development for a Public and Private Security Program at Alvin Community College. November, 1976, Nova University.

Purpose

The problem for this practicum was to conduct a needs assessment for a community college curriculum in Public and Private Security and then design the curriculum. This paper contains two products: the two year curriculum designed to meet the requirements of the Texas Education Agency and a needs assessment of schools and security agencies in the Alvin area.

This information was used by the Business and Industrial Technology Division of Alvin Community College in their decision to begin a program in Public and Private Security at the two year level.

Methods

The method used in this study was that of sampling high schools, four year colleges and private security agencies in the Alvin Community College area. The study was limited to Brazoria County and the surrounding counties of Fort Bend, Galvestion and Harris. A one page, ten item questionnaire with a cover letter was mailed to school districts and security agencies.

The two year curriculum on Public and Private Security formulated from documents received from the American

Society for Industrial Security and the American Associates of Junior Colleges. Course descriptions and Public and Private Security curriculum as presented to a group of administrators for approval before submitting this material to the Texas Education agency for approval. Administrators involved in the course selection and curriculum design were: Dean of Instruction, Director of Vocational Programs, Director of Business and Industrial Technology.

Findings

1. Most public high schools, colleges and private security agencies have a designated directory of their security program. Half of the public high schools sampled had a principal as designated supervisor of security.

2. Public high schools, colleges and private security agencies would rather hire the two year security graduate rather than a non-graduate.

3. Thirty-two of thirty-six respondents did not offer pay incentive for education. Analysis of this situation indicated that there were no funds available for pay incentive based on education.

4. Twenty-one of the thirty-six respondents did not have a training program for their employees. A significant number of public high schools, twelve of the fourteen sampled, had no training available for security employees.

5. Almost two-thirds of the respondents said there was a need for a two year degree or one year certificate

program in public and private security.

6. Comments received from respondents regarding the two year public and private security program indicated there was not a clear understanding regarding security education.

Recommendations

1. The public and private security program should be implemented at Alvin Community College with certain limitations.

2. The recommendations of the American Society for Industrial Security should be implemented on a gradual basis.

3. Implementation of the program should occur in four stages:

Phase I	Non-Credit Courses
Phase II	Credit Courses
Phase III	Subordinate Credit
Phase IV	Autonomus Program

4. There should be an additional study to determine knowledge and attitude of security officials regarding security education.

5. An advisory committee should be appointed and it should consist of local, public high school security personnel, college security directors, and private security officials.

6. A needs assessment of study should be conducted on the Alvin Community College campus to determine if there is any pre-service interest in public and private security.

7. Information should be collected from various community and junior colleges regarding the success of programs in public and private security.

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I. INTRODUCTION

Public and private security in its broadest context, attempts to provide protection against all forms of losses due to man-made, natural or environmental hazards. It also attempts to prevent all unlawful events from occurring to nations, states, municipalities, corporations, business and individuals. Its chief goal is to provide protection against all forms of losses.[1]

The techniques and procedures of security can be applied successfully to business, non-profit institutions, private groups, and to agencies of government at the federal, state, and local levels. Security, it should be understood, is not law enforcement; but it augments, overlaps and assists proper law enforcement efforts. Security may be thought of as a branch of management science. Its function is to protect and conserve assets against loss and reduction in value without undue loss to primary services and operations.[2] Crime, disorders, disasters and all forms of wrongful personal conduct are activities that concern the security agency, In protecting assets against losses from these sources, security acts not merely in the interests of the particular person,

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[1]Academic Guidelines for Security and Loss Prevention, American Society for Industrial Security. (Washington, D.C. A.S.I.S. Foundation, Inc., 1972). p. 1.

[2]Ibid., p. 1.

organization or entity which is responsible for the act; but it acts in the public interest by neutralizing forces which contribute to social distress.

Purpose of the study.

The problem for this practicum was to conduct a needs assessment for a community college curriculum in Public and Private Security and then design the curriculum. This paper contains two products: the two year curriculum designed to meet the requirements of the Texas Education Agency and a needs assessment of public high schools and security agencies in the Alvin area. This information was used by the Business and Industrial Technology Division of Alvin Community College in their decision to begin a program in Public and Private Security at the two year level.

Methods.

The method used in this study was a sampling of public high schools, four year colleges and private security agencies in the Alvin Community College area. The study was limited to the Brazoria County and the surrounding counties of Fort Bend, Galveston and Harris. A one page, ten item questionnaire with a cover letter was mailed to public high school districts, private security agencies and area colleges.

The two year curriculum on Public and Private Security was formulated from documents received from the American Society for Industrial Security and the American Associates of Junior Colleges. Course descriptions and the Public

and Private Security curriculum were presented to a group of Alvin Community College administrators for approval before submitting the material to the Texas Education agency for approval. Administrators involved in the course selection and curriculum design were: Dean of Instruction, Director of Vocational Programs and Director of Business and Industrial Technology.

II. BACKGROUND AND SIGNIFICANCE

Review of Related Literature. The proper definition of security should include: international security, internal security, private security, retail security, physical security, and industrial security which are used loosely and interchangeably in daily conversation. There are two major levels of security: governmental and proprietory. Within each of these levels various sub-levels of security exist.[3]

Security may be classified according to its function. Basically, there are essentially three types of security: personal, property and governmental security. In historical development, personal security would be considered the oldest form, followed by property protection, with governmental security being the last in the line of development. Personal and property protection might be a function at the governmental and/or the private level. Regardless of the level at which these types of security might be performed, each type of

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[3] Ibid., p. 1.

security is provided by one or any combination of the three security processes.[4]

These processes are physical, personnel, and information security. All security, whether governmental or private, is provided through these three processes. The distinction from law enforcement should be made clear. It is necessary to understand security as prevention, that is, before the fact. In its broadest context crime prevention, as an integral part of security, is the anticipation, recognition and appraisal of a crime risk and the initiation of action to remove or reduce it.

Security, then, is a philosophy of self-defense for both individuals and organizations. It must be legal, humane and effective. In summary, man must be both physically and psychologically secure in order to grow and prosper in a dynamic democratic society. He must view his home, work and leisure-time environments as safe for himself and his family. The real function of security is to provide men with an atmosphere of safety. Security is a vital and functional sub-system of society; it considers the safety of all men and allows for changes in the social environment.[5]

When the early colonists came to America, they brought with them not only the public police system but also the concept of private security. At first, private security was a luxury for those who could afford the service. Hence,

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[4] Ibid., p. 3.

[5] Ibid., p. 3.

the private security organizations in existence today trace their origins to the private police of England's seventeenth century.[6]

From 1600 to 1850, the government or public police organizations did not have the training, manpower, or equipment to cope with the many crime problems of an increasing population. There were so many crimes against property that merchants in the larger cities employed commercial police as watchmen and patrolmen to guard their properties. The first private police were under the control and supervision of the owners of the business or industry, and the owners paid for the special protection.[7]

In 1850 the Pinkerton Detective Agency was founded and is one of the oldest private detective agencies of its kind in the United States. Banks first used Pinkerton guards to protect monthly pay deposits. Later railroad concerns such as Wells Fargo, Union Pacific, Southern Pacific, and Santa Fe hired special agents as private police to guard and protect their valuable equipment and property.[8]

It was not until World War II that private security forces received their greatest impetus for growth. All defense contracts required that company management provide the necessary security to protect government property and military

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[6]John L. Sullivan, Introduction to Police Science. (New York: McGraw-Hill Co., 1971), p. 115.

[7]Ibid., p. 116

[8]Ibid.

secrets, such as classified information, confidential. secret, and top secret. It was necessary for management to create special security divisions in their companies. Management realized that security had become a specialized type of private police protection and had to make a rapid transition from simple plant protection to effective industrial security. Hence, qualified, competent leadership had to be secured.[9]

Although current private security training programs vary considerably in quality, most are inadequate. The total prework training, plus initial on-the-job training, is less than two days for a great majority of the private security workers in the United States. Retraining, if any, is typically done on the job through bulletins or by the immediate supervisor. The inadequacy of training is admitted, as well as apparent. In contracting a wide variety of people in private security, the National Institute of Law Enforcement and Criminal Justice found virtually unanimous agreement regarding the necessity for training guards. It must also be stated that the Institute found that the consensus that training is needed does not imply agreement on the issue of how much training is needed, or on whether training should be made mandatory.[10]

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[9]Leon H. Weaver, Industrial Personal Security. (Springfield, Illinois: Thomas Publishers, 1964), p. 143.

[10]James S. Kakalik and Sorrel Wildhorn, The Private Police Industry: Its Nature and Extent. (National Institute of Law Enforcement and Criminal Justice, Vol. II, 1971), p. 77.

A survey conducted by the National Institute of Law Enforcement contacted two hundred and seventy-five security employees regarding knowledge on security laws. The study indicated that most guard personnel do not know their legal powers and authority. In response to test questions, over ninety-seven percent of the security employees made serious errors that could lead to civil or criminal charges. The survey also indicated widespread disagreement and uncertainty even as to what the employee's company policy was for handling specific but common types of incidents.[11]

In recent years, the trend in training security officers has been toward formal classroom programs as a supplement to on-the-job experience. A 1966 survey of 269 public security agencies indicated that ninety-seven percent had formal training programs ranging from one to twelve weeks, with a median length of six weeks. Almost all police departments in cities having over 250,000 population conduct their own training programs which are up to twenty weeks in length.[12]

A typical guard beginning to work receives no more than eight to twelve hours training. Some guards who are armed receive less than two hours training. A very small fraction of the guard forces attend formal prework training program of one or two weeks duration. Many smaller guard

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[11] Ibid., p. 78.

[12] Ibid.

forces have essentially no training programs. Men in those smaller forces learn to perform their assignments from their fellow employees, with an occasional bit of instruction from the guard supervisor.[13]

Most of the larger guard forces tend to have more structured training programs, and the men are usually provided with a pocket-sized manual containing general instructions and information. The structured programs are more likely to be accurate and comprehensive than that of an instructional program. A pocket manual is of little use when rapid action must be taken, but it can be of some value when there is time to consult it. In most cases it has been found that the information contained in these manuals is too vague and general to be of much use.

In summary, total initial prework training, plus initial on-the-job training, is less than two days in duration for a majority of the private guards in the United States today. An occasional private guard force will receive up to four weeks total initial training.[14]

The American Society for Industrial Security in cooperation with the American Association of Junior Colleges made the following statement regarding the field of security education:

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[13] Ibid., p. 79.

[14] Ibid.

> Security education is rapidly emerging as a separate and distinct field of study at the junior and community college level. It is developing along side with related occupational fields of fire science, law enforcement, corrections, evidence technician and other similar programs. The need for security education has never been more critical than it is today. Rising crime rates, increasing violence and generally increasing turmoil in the various social processes have generated extensive individual, public, and political concern for security of the individual, the home, the business, the government and society in general.[15]

Prior to the early 1970's the security field depended upon military, local law enforcement and federal agencies for their supply of personnel. Today public and private security agencies are increasingly turning to our community and junior colleges to provide the basic education needed by security personnel at all levels.

The American economy and the educational structure have emerged in such a fasion that most Americans find it possible to pursue college level studies and prepare for a skilled career simultaneously. The needs of the security industry are just beginning to be realized by community colleges and vice-versa--the capability of the community colleges is just beginning to be realized by the field.

The American Society for Industrial Security stated the following:

> Conservative estimates of the some 800,000 personnel now serving in an occupation having a security function, whether it be public or private, suggest a tremendous

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[15]Academic Guidelines for Security and Loss Prevention, American Society for Industrial Security. (Washington, D.C. A.S.I.S. Foundation, Inc. 1972), p. 11.

> in-service, adult or continuing education need. Recognizing that approximately one-half of this 800,000 figure is public personnel being served by 300-400 law enforcement programs in community colleges leaves a very large number upon which first, to replace security personnel who retire, resign, or otherwise leave the field through, predictable attrition with personnel who have college-level preparation for security work, and secondly, to provide adult and continuing education programming for personnel who are now in a security position.[16]

"The more than 1,000 community colleges have in the past decade vividly demonstrated their high potential to serve as an effective and efficient delivery system for providing trained and educated personnel to emerging disciplines and occupations."[17] Many young adults now pursue courses of study preparing them to be responsible individuals in a complex society while at the same time preparing them to assume a profession or an occupation. Security education could become an attractive field of study for a growing number of young adults attending community colleges.

The Significance and Relevance of the Study. This study was significant in the development of the Alvin Community College Business and Industrial Technology Division. The acting President of Alvin Community College requested that investigation be made regarding the feasibility of the Public and Private Security Program. See Appendix A.

This study was related to the core module on curriculum development because it was concerned with development of a new curriculum. It was also concerned with the determination of the need for such a curriculum.

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[16] Ibid., p. 12.

[17] Ibid.

III. PROCEDURES

Alvin Community College is situated in the center of the northern half of Brazoria County and is an integral part of suburban Houston. The urban growth of Houston directly influences the Alvin area. The population of metropolitan Houston, which includes the cities and communities of Alvin, Clear Lake City, Friendswood, Dickinson, League City, Webster, Angleton, and Pearland, exceeds 2,000,000 persons making it the fifth largest city in the United States.

The college must be ready to meet the needs of the rapidly expanding industrial and business complex in the sourthern metropolitan Houston area. The present population of this area is expected to double in ten years while the number of jobs in the business and industrial technology fields is expected to triple.

Alvin Community College obtains approximately 30 percent of its students (750) from Brazoria County and approximately 22 percent of its students (600) from the Houston area. Enrollment of minority students has increased from 51 to 633 during the last five years, and minority students now form approximately 25 percent of the total enrollment. It is for these reasons that the population for this study was defined as Brazoria County and surrounding counties of Fort Bend, Galveston, and Harris.

A list of public high schools, private security agencies and four year colleges which use security personnel

was compiled. This information came from three sources; The Houston Region IV Public School Directory, The Texas Private Security Agencies Directory, and the Directory for Texas Colleges and Universities. A table of random numbers was used to select a sample of 50 schools and security agencies from a list of 120 schools and security agencies in the four county area. (See Appendix C)

A ten item questionnaire (See Appendix B) was first submitted to a group of eight campus administrators who scrutinized the questionnaire for errors. The administrators were asked to determine what improvements, simplifications or revisions should be made. After this process the ten item questionnaire was mailed to various security agencies and schools. The fifty questionnaires were mailed with a cover letter on October 1, 1976. A deadline of November 1 was used for the return of questionnaires. A total of thirty-six questionnaires were received by November 1, fourteen from public schools, four from colleges and universities and eighteen from private security agencies.

IV. ANALYSIS OF DATA

Fifty questionnaires were sent out to public high schools, colleges and private security agencies. Of the fifty questionnaires, twenty were sent to public schools, fourteen responded; four were sent to four year colleges, all four responded; twenty-six were sent to private security agencies and eighteen responded.

The data in Table I indicates the supervisory position of the person in charge of various security programs. The majority of schools have a Director of Security. Twenty of the thirty-six schools and agencies have a Director of Security. Only four of the schools and agencies had a security chief while six of the public schools used a school principal to supervise the security personnel. Six of the public high schools used a security officer for supervision while only one private security agency used a security officer for supervision.

The data in Table II indicates information regarding need and interest in a Public and Private Security Program. The first item "number of employees in security" indicates that the largest number - three hundred seventy three - are employed by private security agencies followed by colleges and universities with forty-two and public schools with twenty-seven.

The second item in Table II is important because it indicates how many schools and security agencies have training programs. Less than half (fifteen) of the respondents had training programs, while twenty-one had no training programs at all. The largest number without training programs was that of the public high schools where only two out of fourteen had a training program. The largest number of training programs was conducted by private security agencies with ten out of eighteen private agencies conducting training programs.

TABLE I

Number of Supervisory Positions at
36 Public High Schools, Colleges and Private Security Agencies

Position	Public Schools N=14	Colleges N=4	Private Security Agencies N=18	Total
Director of Security	2	3	15	20
Security Chief	1	1	2	4
*Principal of School	6	0		6
Security Officer	5	0	1	6

*Principal of school means any official other than security personnel

TABLE II

Data Summary for 36 Public High Schools, Colleges and Private Security Agencies on Selected Questionnaire Items

Schedule Item	Public Schools N=14	Colleges N=4	Private Security Agencies N=18	Total
Number of employees in Security	27	42	373	442
Does your company have a training program				
Yes	2	3	10	15
No	12	1	8	21
Do you think there is need for a two year or certificate program in Public and Private Security				
Yes	11	4	9	24
No	3	0	9	12
Would your company be interested in sending your employees to Alvin Community College for training				
Yes	10	1	5	16
No	4	3	13	20

TABLE II continued

Schedule Item	*Public High Schools N=14	Colleges N=4	Private Security Agencies N=18	Total
Would your company give more consideration to hiring a graduate from a two year security program than a non-graduate?				
Yes	13	4	14	31
No	1	0	4	5
Does your company offer pay incentive for education?				
Yes	1	1	2	4
No	13	3	16	32

*Questionnaires were sent to 20 public high schools, 4 colleges and 26 private security agencies

The third item is,"Do you think there is a need for a two year or certificate program in Public and Private Security?" The largest number, eleven public high schools, thought there was a need; while only half, nine of the private security agencies thought there was a need. All four of the colleges thought there was a need for such a program. Twenty four of the thirty-six respondents thought there was a need for the two year program.

The fourth item is, "Would your company be interested in sending your employees to Alvin Community College for training?" More than half of the responses, twenty, indicated they would not send their employees to Alvin for training.

Item five is, "Would your company give more consideration to hiring a graduate from a two year security program than a non-graduate?" The majority, thirty-one, of public high schools, colleges, and security agencies, would rather hire a graduate with education for their security programs. Thirteen out of fourteen of the eighteen private security agencies indicated they would like to have a graduate from a two year security program.

The last item in Table II is, "Does your company offer pay incentive for education?" indicated that thirty-two of the thirty-six respondents did not have incentive pay for employees who obtain additional education. Only one public high school, one college and two private security agencies offered any incentive pay for employees.

FINDINGS AND RECOMMENDATIONS

The purpose of this study was to determine a need for a two year degree program in Public and Private Security. Previous research findings indicated that there was a need throughout the United States for some kind of training for security personnel. Analysis of the data in Section III indicates several important factors that should be considered before a two year program in Public and Private Security be implemented at Alvin Community College. This final section includes a summary of the findings and recommendations.

FINDINGS

Supervisory position.--The questionnaire item regarding supervisory position indicated that most public high schools, colleges and private security agencies have a designated directory of security. Half of the public schools have a principal designated as supervisor of security. This information will be useful when corresponding in future studies. It also indicated in most cases that more than one person is responsible for security. There may be a need for an additional course in the public and private security curriculum entitled Security Supervision.

Hiring a graduate from a two year security program rather than a non-graduate.--This item indicated that most public high schools, colleges and private security agencies would rather hire the two year security graduate rather than a non-graduate. This information was an important factor

in the approval of this curriculum by the Texas Education Agency. The Texas Education Agency philosophy is that in order for a program to be productive, there must be an advantage in the job market for the two year graduate over the non-graduate.

Does your company offer pay incentive for education. Thirty-two of the thirty-six respondents did not offer pay incentive for education. Analysis of this situation indicates that in most public high schools, colleges, and private security agencies the funds appropriated for salaries make up the largest proprotion of the budget. In most cases, there are no funds available for pay based on education. It should also be noted that security education is a new form of education. Only in the last few years has the need for security education been recognized by authorities. With the formation of a security degree will come professionalism which might lead to pay incentive for the two year graduate.

Number of employees in security.--This item indicated that in the fourteen public high schools, four colleges and eighteen private security agencies there was a total of four hundred and forty-two security officers. This sample indicated that there are a significant number of security officers in the four county areas that might be eligible for enrollment in the two year curriculum.

Does your company have a training program.--Twenty- of the thirty-six respondents did not have a training program

for their employees. This indicates that there is a need for some kind of training program. As noted in the section on review of the literature there are very few training programs available throughout the United States. A large number of public high schools, twelve of the fourteen sampled, had no training schools available for security employees. On the other hand, more than half of the private security agencies, ten of the eighteen, had their own training program. Recruitment for this program should concentrate on area public high school security officers.

Do you think there is a need for a two year or certificate program in public and private security.--Almost two thirds of the respondents thought there was a need for such a program. Eleven of the fourteen public high schools, all of the colleges, and one half of the private security agencies were in favor of the two year program. This is a positive reaction which indicated that there might be support for the two year or certificate program. This item also indicated that some of these respondents might be a good resource for a advisory committee and part-time instructors.

Would your company be interested in sending your employees to Alvin Community College for training.--More than half of the respondents, twenty, stated they would not send their employees to Alvin Community College for training. The section on the questionnaire (see appendix B) entitled "comments" explained why respondents were reluctant to send

their employees to Alvin. The following is a list of various comments received:

1. "Alvin is too far to drive."
2. "At this time we have no funds available for training security employees."
3. "Send more information."
4. "Not interested in your security program but we might be interested in your law enforcement program."
5. "I do not think our employees would drive to Alvin because most work at night."

These general comments received indicate several important factors. First, Alvin may be too far away to expect students from north Harris County to attend. Secondly, the respondents needed more information regarding the program itself. Information regarding curriculum, cost, and job market might have been helpful. Comments received stating that law enforcement would be more desirable reflects an attitude that some respondents do not understand the public and private security concept as explained in the introduction.

RECOMMENDATIONS

This study of the need for a Public and Private Security Program indicates that there is a need for such a program with certain limitations. There is not an overwhelming need for the program at this time. Area public high schools, colleges, and private security agencies need more information

regarding the program. It is for this reason that the following recommendations are made. The recommendations of the American Society for Industrial Security should be followed. It is the philosophy of the American Society for Industrial Security that security education should develop in several phases. Alvin Comminity College should implement the program in the following developmental phases:

Phase I	Non-Credit Courses
Phase II	Credit Courses
Phase III	Subordinate Credit
Phase IV	Autonomous Program

Phase I--Non Credit Courses. In this phase, security education usually consists of short courses, seminars or workshops. Alvin Community College should contact community security leaders regarding offering a short course in security.

Phase II--Credit Courses. This phase is characterized by the presence of credit courses in security education as a part of the law enforcement program. This would help to determine if there was an on-campus interest in the program. Development of strategy leading to programming should be very sensitive to insuring success, with the courses offered during this phase.

Phase III--Subordinate Credit Programs. With growth in terms of course enrollment and the number of courses, a security education program emerges as a part of a "parent" program or department. The security education program may be identified simply as a program or perhaps as a major course of study.

Phase IV--An Autonomous Program. This phase depicts the transition from depending on a "parent" program to a relatively autonomous state within the college.

This study does indicate that there is a need for more studies regarding the public and private security program. A committee of advisors should be formed to study the problem. Students on campus should be questioned as to their interest in this area. Information should be obtained regarding various programs at colleges that now have programs.

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APPENDICES

APPENDIX A

ACC
MEMORANDUM OFFICE OF THE PRESIDENT
No. 17

TO: Mr. John Bethscheider

FROM: A. Rodney Allbright, Acting President

DATE: September 20, 1976

SUBJECT: Needs Assessment for a Public & Private Security Curriculum

As we are well established in the criminal justice area (i.e., law enforcement curriculum, correctional science curriculum, etc.), I think a complementary program in public and private security might be appropriate. As you are aware, Texas now has a Private Security Commission similar to the Law Enforcement Commission. They have certain standards that must be met before an individual can be licensed. Prior to our entering this area of study a needs assessment should be conducted.

ARA:bv

APPENDIX B

ALVIN COMMUNITY COLLEGE
TELEPHONE: (713) 331-6111 3110 MUSTANG ROAD ALVIN, TEXAS 77511

Dear Sir:

The Public Service and Behavioral Science Department at Alvin Community College is conducting a study to determine if there is a need for a two-year degree program in Public and Private Security in the Alvin area. Such a program would meet the requirements of the American Society for Industrial Security Education.

At this time, we are only trying to determine if there is an interest and need for such a program. Please fill out the enclosed questionnaire and we welcome comments.

Sincerely,

John Bethscheider
Director of Business
and Industrial Technology

sa
Enclosure: 1

APPENDIX B continued

QUESTIONNAIRE

1. Name of company or agency_____

2. Your position_____

3. Number of employees_____

4. Educational requirements for security positions_____
_____

5. Does your company or agency have a training program? (circle one)
yes no

6. Do you think there is a need for a two year or certificate program in Public and Private Security?
yes no

7. Would your company or agency be interested in sending your employees to Alvin Community College for training?
yes no

8. Would your company or agency give more consideration to hiring a graduate from a two year security program than a non-graduate?
yes no

9. Does your company or agency offer pay incentive for education?
yes no

10. We would like any comments you have regarding the need for a two year program in Public and Private Security.
_____
_____
_____

APPENDIX C

Schools:

1. Alvin Independent School District
2. Friendswood Independent School District
3. Manvel Independent School District
4. Pearland Independent School District
5. Houston Independent School District
6. Pasadena Independent School District
7. Deer Park Independent School District
8. Galveston Independent School District
9. Texas City Independent School District
10. Fort Bend Independent School District
11. Alief Independent School District
12. Clear Creek Independent School District
13. Aldine Independent School District
14. Galena Park Independent School District
15. Laporte Independent School District
16. North Forest Independent School District
17. Sheldon Independent School District
18. Spring Branch Independent School District
19. Channelview Independent School District
20. Lamarque Independent School District

Colleges:

21. Houston Baptist College
22. University of Houston
23. Rice University
24. St. Thomas University

Private Security Agencies:

25. Acme Security Systems
26. Affiliated Detective Service
27. Alert Detective Agency, Inc.
28. Associated Detective Bureau
29. Burns International Security Services
30. Continental Security Service
31. Diamond Investigation and Security Corporation
32. Federal Security Service

APPENDIX C continued

Private Security Agencies:

33. General Security Agency
34. Grone Security Service
35. Hargrove Security Service
36. Industrial Security Service
37. Merit Protective Service, Inc.
38. Metropolitan Investigation Security Service
39. Mustang Security and Investigation
40. Pinkerton's, Inc.
41. Riverside Detective Agency
42. Sentinel Security and Investigation
43. Smith Security Services
44. Smith Protective Services
45. Southern Security Services, Inc.
46. Space City Security Agency
47. Texas Armed Guard and Security
48. Wackenhut Corp Security
49. Wilson Investigation Security Service
50. Vance Security Agency

APPENDIX D

SECURITY PUBLIC AND PRIVATE

ALVIN COMMUNITY COLLEGE

Degree: Associate in Applied Science

Length: Two Year Program

Purpose: The curriculum in security has been designed to prepare individuals for cover services in public and private security. A variety of career opportunities exist for the protection oriented student. (See attached list) This curriculum is applicable to both the prepatory student and the experienced security worker.

Admission Requirements: In addition to the general requirements for the college, entry into the Security and Loss Prevention Program requires the following:

1. A personal interview with Security and Loss Prevention Department.
2. Satisfactory results on required test.
3. Special Requirements: For employment with Security agencies, the following qualifications are often prerequisities:
   a. Excellent physical condition free from any physical or mental condition which might adversely offset acceptance or performance as a correctional officer.
   b. Normal hearing, color vision, and eye functions.
   c. Weight in proportion to height.
   d. Excellent moral character.

Program Requirements: Approximately one-half of the curriculum will include courses in Security and Loss Prevention with the remaining courses in related areas, general education, and electives. Instruction will include both the theoretical concepts and practical applications needed for future success in Security work. Students are urged to consult with their faculty advisor and the counseling office in planning their program and selective electives. Upon satisfactory completion of the program, the graduate will be awarded the Associate in Applied Science Degree.

CURRICULUM

SECURITY-PUBLIC AND PRIVATE

Security 110. Introduction to Security. (Credit: 3 semester hours). The historical, philosophical and legal basis of security. The role of security and the security individual in modern society; the concept of professionalism; a survey of the administrative, personnel, and physical aspects of the security field.

Security 120. Criminal and Civil Law I. (Credit: 3 semester hours). The purpose of this course is to explore major problems of the criminal law viewed as a device for controlling socially undesirable behavior. It is intended to give the students a working knowledge of the basic questions of public policy involved in the administration of criminal justice and of the legal principles of determining criminal and civil liability, in the light of theories advanced to justify punishment and other methods of correction. The course includes a consideration of vital constitutional issues, including self-incrimination, search and seizure, wire tapping, coerced confessions, right to counsel, and conduct of trial.

Security 130. Criminal and Civil Law II. (Credit:3 3 semester hours). The course concerns the legal protection afforded in civil procedures against interference by others with the security of one's person, property of intangible interests. Three fundamental theories of liability emerge: intentional interference, negligence, and strict liability. The influences of theories and underlying social and economic factors is studied in the context of recognized categories of tort liability, particularly assault, battery, false imprisonment, interference with peace of mind, negligence, trespass to property, nuisance, fraud, and other misrepresentation, defamation, and invasion of privacy. Through these illustrations the course seeks to develop an understanding of the law's search for basic principles to govern the resolutions of conflicts arising out of human relationships.

APPENDIX D continued

Security 140. Security Administration. (Credit: 3 semester hours). Organization, administration and management of security and plant protection units. Policy and decision making. Personnel and budgeting. Programs in business, industry and government, including retailing, transportation, and public and private institutions. Private guard and alarm services.

Security 150. Physical Security. (Credit: 3 semester hours). The concept of physical security integrated with management systems; physical security requirements and standards; study of inanimate aspects, including alarm and surveillance devices; study of animate aspects of protection; costing, planning and engineering.

Security 210. Document and Personnel Security. (Credit: 3 semester hours). A detailed study of procedures for handling and control of classified and other sensitive information; a survey of control systems from manual to semi-automated systems using data processing equipment. The fundamentals relating to personnel security, specifically; governmental and proprietary concepts, background investigations, loyalty and suitability criteria.

A study of the Department of Defense Industrial Security Program; and relationship between private enterprise engaged in the program and monitoring government agencies; applicable federal statues and executive orders; the role of the Cognizant Security Office (DCASR--Defense Contract Administration Services Region); the facility clearance, personnel security problems and the rights of appeal; security requirements and procedures for handling government classified information; physical security controls; visitor control; security education program; security problems regarding subcontractors and vendors; security classification management; the interaction of protective measures for proprietary information and classified information.

Security 220. Commercial/Retail Security. (Credit: 3 semester hours). The operation of security departments including functions of mercantile establishments; dishonest employees; shoplifters; management and public relations; receiving, shipping and warehousing; special laws and procedures.

APPENDIX D continued

Security 230. Environmental Security. (Credit: 3 semester hours). The relationship of man to his physical environment; ecological principles; public health; topics of current importance including air pollution, potable water, waste disposal, communicable disease, poisoning and toxicity, radiation, with particular emphasis on community action programs.

Security 240. Safety and Fire Prevention. (Credit: 3 semester hours). Principles and practices of safety; management of the safety program; interpretation and application of safety regulations; fire prevention and control; property conservation; occupational hazards and personal safegaurds.

Security 250. Special Security Problems. (Credit: 3 semester hours). A study of the security requirements in specific areas. Topical subjects would be in Bank, Campus, Computer, Hospital and Transportation security programs, etc. The emphasis placed on each subject would relate to the specific needs associated with the community and the area the degree program would service:
PROJECTED EMPHASIS
Bank Security:
A study of the principles and practices of security measures for banks and other financial institutions. Security's role in problems involving student discipline, vandalism, use of drugs, theft and theft control through an education program, demonstrations, riots, occupation of buildings, maintaining the freedom of movement and control of personal liberties, liaison with civil authorities, traffic control, intelligence gathering, the training of campus police to deal with students, first aid and emergency services, and physical security controls using alarm devices, video, surveillance, etc.

SECURITY, PUBLIC AND PRIVATE

Associate in Applied Science Degree
Alvin Community College

Course Number	Course Title	Lecture Hours	Lab Hours	Course Credits
	First Semester			
Security 110	Introduction to Security	3	0	3
Security 120	Criminal and Civil Law I	3	0	3
Engl 121	Composition and Rhetoric I or	3	0	3
Engl 111	Communication Skills			
Soci 111	Principles of Sociology	3	0	3
Hist 141	The United States to 1877	3	0	3
Phed	Physical Education	0	2	1
		15	2	16
	Second Semester			
Engl 122	Composition and Rhetoric II or	3	0	3
Engl 112	Communication Skills			
Hist 142	The United States since 1877	3	0	3
Security 130	Criminal and Civil Law II	3	0	3
*Psy 121	General Psychology or	3	0	3
Psy 110	Human Relations			
Phed	Physical Education	0	2	1
		15	2	16
	Third Semester			
Security 150	Physical Security	3	0	3
Security 210	Document and Personal Security	3	0	3
Security 220	Commercial and Retail Security	3	0	3
Soci 122	Social Problems	3	0	3
Govt 211	American National and State	3	0	3
		15	0	15
	Fourth Semester			
Security 230	Environmental Security	3	0	3
Security 240	Safety and Fire Prevention	3	0	3
Security 250	Special Security Problems	3	0	3
Psy 240	General Electric	3	0	3
Govt 212	American National and State	3	0	3
		15	0	15

Total Minimum Credits for the Security Public Private Degree.....63

*See Advisor prior to registration

APPENDIX E

SECURITY-PUBLIC AND PRIVATE

ALVIN COMMUNITY COLLEGE

Certificate Program: Certificate in Security

Length: Thirty-two semester hours

Purpose: The Certificate program is designed for mature persons working in the Security field. A Certificate represents the completion of 32 hours of approved course work.

Program Requirements: Approximately one-half of the certificate program will include courses in Security with the remaining courses in related areas. The certificate student earns no degree and his registration records are stamped "Certificate Only"--non-transferable credit. In the event that any student who has first enrolled in a "Certificate Only" program desires to thereafter enter a degree program, he must meet all prerequisites and requirements met by the degree student.

A certificate student will take seven courses from Group I and Physical Education. The student will take three courses from Group II. Course selection will be determined by consultation with the Divisional Chairman, after he is familiar with the student's background, abilities and goals.

Certificate in Security, Public and Private

Course	Lecture Hours	Lab Hours	Course Credit
Group I	23	2	23
Group II	9	0	9
		Total	32

Group I
Criminal and Civil Law I
Introduction to Security
Criminal and Civil Law II
Security Administration
Document and Personnel Security
Physical Security
Environmental Security
Commercial and Retail Security
Physical Education

Group II
Composition and Rhetoric
General Psychology
Human Relations
Communication Skills
American and National Government
U.S. History

APPENDIX F

CAREER OPPORTUNITIES

A variety of career opportunities exist for the protection oriented student, including, but not limited to, the following:

Security Director
Security Manager
Security Representative
Classification Management Advisor
Executive Security Advisor
Security Supervisor
Loss Prevention Director
Investigation Manager
Classification Specialist
Fire Protection Administrator
Retail Store Security Representative
Airline Security Manager
Transportation Security Specialist
Hospital Security Manager
Insurance Investigator
Security Management Analyst
Classified Security Representative
Proprietary Security Specialist
Chief of Plant Protection
Chief of Fire Protection
Fire Engineer
Manager, Physical Security
Security Education Representative
Document Control Manager
Security Department Head
Internal Audit Manager
Emergency Planning Coordinator
Special Staff Security Assistant
Protective Services Captain
Fire Captain
Government Security Representative
Credit Investigations Manager
Alarm Technician
Maritime Security Specialist
Petroleum Refinery Protective Services Specialist
Hotel Security Manager
Intelligence Representative
Park Security Representative
Campus Security Chief
Security Consultant
Special Agent
General Security Supervisor
Special Investigator
Security Specialist
Chief Special Agent
Security Training Specialist

An expanded list of occupational titles is published by the 1960 Census of Population, Classified Index of Occupation and Industries, 1960 Census of Population, Alphabetical Index of Occupations and Industries; United States Bureau of the Census, and Occupational Outlook Handbook, United States Department of Labor, Bureau of Labor Statistics, 1970-71 Edition.